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strong house, barred and bolted, that could withstand every blast of any storm. Now, the aim is to protect the house, as by a forest on which the fury of the storm shall be spent."

There is no doubt that Americans use means such as the "forest" more than do some other peoples; but is this not in itself an evidence of will and power? I believe that the resourceful American youth of today will not suffer on the whole in comparison with his European cousin or his New England great grandfather. Even the author is impressed by the effectiveness of the self-supporting college student; it is possible that he makes too much of this phase of college life, and does not sufficiently recognize its limitations.

There is a good index in the book, so that one is able to locate topics easily and to judge of the extent to which particular subjects are discussed. Some of these are very interesting. There is a comment on the schools: "Written work is rarely called for, and slovenliness characterizes such of it as there is." A German who spent some time in American schools just before the visit of Mr. Francis complained of the excess of written work he found there. The American and English voices are compared "to the undoubted advantage of the English in inflection and pitch. In pronunciation, however, the American seemed to me to excel in distinctness and the Englishman in distinction. . . . The superior distinctness of the American is due, I suppose, to conscious efforts, as the superior distinction of the Englishman is due to habitual and unconscious ease, in conforming, each in his measure, to the standard which educated persons in both countries, even in America, accept."

There is not space to go into the race problem and other social questions which are treated here with much clearness. The reader will find much that is helpful in the sections on college athletics, the Rhodes scholarships, fraternities, and many other topics.

FRANK A. MANNY

KALAMAZOO, MICHIGAN

The Mental Man: An Outline of the Fundamentals of Psychology. By GUSTAV GOTTLIEB WENZLAFF. New York: Charles E. Merrill Co., 1909. Pp. 272. \$1.10.

This is a concise little book in general elementary psychology, which emphasizes the functional point of view of mental life. The book belongs to the better class of normal-school textbooks and aims to give a comprehensive rather than an intensive treatment of the subject-matter. The material included is, as a rule, selected from modern writers of recognized reputation and consequently the book contains many valuable and helpful references.

Aside from the topics usually treated in works on general psychology the author includes chapters on "Heredity," "Unexplained Mental Phenomena," "Mental Types and Characters," and many references to abnormal and pathological phases of mental activity. The author believes that "psychology is not a logic, describing and explaining the processes of correct and fallacious thinking; nor a discussion merely of apperception, or the manner in which knowledge is acquired and expanded; nor merely a laboratory handbook of psycho-physical measurements; but psychology is a science that should also show us the mind

of man growing, striving, moved and moving, consciously and mysteriously working, and ever fluctuating and varying, often even to a pathological extent—in short psychology should be the story and discussion of the Mental Man” (p. 3). This “story and discussion” is treated in textbook form and we find no less than forty-eight subjects treated in one chapter of twenty-five pages.

Among the more general presuppositions are: “adaptation to the ends to be obtained” is used as the criterion of the beginning of consciousness; “lapses of intelligence” is accepted as an explanation of the origin of instinct; “an act which does not follow an idea, whether it seeks a purpose or not, can in no sense be called voluntary, in as much as it has not a place in consciousness”; mind and soul are identical, although the latter term is seldom used.

Generally speaking the book is free from the taint of faculty psychology, but an exception is instanced in the following: “Memory, in the usual and proper sense of the word, is the power of the mind to retain, recall, and recognize centrally and peripherally originated impression” (p. 184).

Genetic psychology receives little attention in this book. From the point of view of analytic psychology we find the author frequently vacillating in his use of well-established technical terms. For example, “Sensation is the transmission of stimuli from the periphery” (p. 124); “a particular sensation tends to run in the same tract” (p. 161); “when a particular kind of a sensation has left a tract in various tract-groups, so to speak, there is opportunity for misinterpretation, as the sensation may cause discharge in any one of the many possible tract-groups” (p. 161). And again, speaking of the development of consciousness, he writes, when recalling an experience from childhood, “There seemed to be a diffused, undefined, general sensation, rather painful in tone, and, as it were, located in space, like a cloud, but not belonging to anything” (p. 52).

There are also a few typographical errors (p. 234 and p. 52) in spite of the good form in which the publishers have executed their part of the work.

This is on the whole a sane book which will be of interest and help to lay readers and to elementary classes.

BIRD T. BALDWIN

THE UNIVERSITY OF CHICAGO

The Kindergarten Movement in American Education. By NINA C. VANDERWALKER. New York: Macmillan, 1908. Pp. 274. \$1.25.

This book is the first to set forth fully the history of the kindergarten from its beginnings to the present time, and with all its associated interests, relationships, and influence. Here may be found a record of the men and women who have labored for its advancement in all parts of the United States, with some account of the characteristic contribution of each one. The preservation of this data alone would make the work a valuable one and give it an important place in every educational library.

The chapter on “The Kindergarten in the Public-School System” deserves especial commendation as containing exact information that is often wanted where kindergarten extension is being made in the public schools. Perhaps the most significant chapters in the book to those interested in elementary education